

**PENNSYLVANIA COMMISSION ON CRIME AND  
DELINQUENCY (PCCD) DMC SUBCOMMITTEE'S  
PHILADELPHIA WORKING GROUP**

**PHILADELPHIA MINORITY YOUTH – LAW  
ENFORCEMENT POLICE ACADEMY  
CURRICULUM**



*U.S. Department of Justice  
National Symposium on Indigent Defense:  
Looking Back, Looking Forward 2000-*

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## **Background:**

In 2003, the Philadelphia Working Group, a organization formed and sponsored by the DMC Subcommittee of the Pennsylvania Commission on Crime and Delinquency (PCCD), began working with DMC groups in four other cities in Pennsylvania to develop new approaches to reduce arrests of minority youth and improve officer safety. These groups convened minority youth/law enforcement forums which brought law enforcement officers and minority youth together to talk candidly and openly about the troubled relationship between minority youth and law enforcement and problems in the street.

Having the forums at universities, high schools, large conference settings and other venues led to the development of **a one day training curriculum for new and experienced law enforcement officers at the Philadelphia Police Academy**. The curriculum was offered for the fist time in March 2009 (105 recruits) and again in June (160 recruits), and will be used in the near future to train school police officers and transit police officers. Minority youth from the community play an active role in the training. The curriculum incorporates the open dialogue of the forum process with training on adolescent development, youth culture and role play exercises with real-life scenarios that explore ways to interact more effectively with youth. A DVD has been prepared that provides insight into how the forum process works throughout the state.

The curriculum was developed with the assistance of officers from the Philadelphia Police, the Housing Authority Police, School District Police, the Pennsylvania State Police, SEPTA (Transit Police) and the Sheriff's Office. The Curriculum Committee was chaired by Deputy District Attorney George Mosee with active support from all the law enforcement organizations along with representatives from the Public Defender's Office, a university, a church and several juvenile justice organizations. Professional curriculum developers who had worked for the International Association of Chiefs of Police (IACP) and the Justice Department assisted with the development of the curriculum. The PCCD DMC Subcommittee and the MacArthur Foundation provided funding for the curriculum.

# Contents of the Curriculum

## **1. Training of Forum Facilitators**

- Time- 2 Days, 8:00am-4:00 pm
- Training of the Trainers: Facilitator Manual
  - Length - 38 Pages
- Training of the Trainers: Participant Manual
  - Length- 32 Pages

## **2. Law Enforcement and Youth Curriculum**

- Time- 1 Day, 8:00am-4:00pm
- Facilitators Manual
  - Legnth- 144 Pages
- Law Enforcement Participant Manual
  - Length- 18 Pages
- Youth Participant Manual
  - Length- 14 Pages

## **3. Guide to Police Practices in Philadelphia**

- Length- 16 Pages

## **Training of the Forum Facilitators Lesson Agenda**

### ***Day 1:***

<b>8:00 am – 8:45 am</b>	<b>Introduction and Overview</b>
<b>8:45 am – 9:30 am</b>	<b>Participant Centered Instruction</b>
<b>9:30 am – 9:45 am</b>	<b>Break</b>
<b>9:45 am – 11:30 am</b>	<b>Facilitation and Delivery Skills</b>
<b>11:30 am – 12:30 pm</b>	<b>Lunch</b>
<b>12:30 pm – 2:30 pm</b>	<b>Adolescent Development</b>
<b>2:30 pm – 2:45 pm</b>	<b>Break</b>
<b>2:45 pm – 3:30 pm</b>	<b>Effective Use of Communication for Police and Youth Interaction</b>
<b>3:30 pm – 4:00 pm</b>	<b>Assignments and Preparation</b>

### ***Day 2:***

<b>8:00 am – 9:30 am</b>	<b>Preparation for Presentations (Break included)</b>
<b>9:30 am – 10:15 am</b>	<b>Presentation #1 and Feedback</b>
<b>10:15 am – 11:00 am</b>	<b>Presentation #2 and Feedback</b>
<b>11:00 am – 11:45 pm</b>	<b>Presentation #3 and Feedback</b>
<b>11:45 pm – 12:45 pm</b>	<b>Lunch</b>
<b>12:45 pm – 1:30 pm</b>	<b>Presentation #4 and Feedback</b>
<b>1:30 pm – 2:15 pm</b>	<b>Presentation #5 and Feedback</b>
<b>2:15 pm – 3:00 pm</b>	<b>Presentation #6 and Feedback</b>

**3:00 pm – 3:15 pm      Break**

**3:15 pm – 4:00 pm      Next Steps and Closure**

<h2 style="text-align: center;"><b>LESSON TITLE: Training of the Forum Facilitators</b></h2>	
<b>TIME FRAME</b>  Days: 2 days  Time: 8:00 am to 4:00 pm	<b>PARAMETERS</b>  Audience: Experienced law enforcement officers  Number: 12 – 24  Space: A room with tables and chairs set up into groups of 6. A breakout room for each 12 participants
<b>PERFORMANCE OBJECTIVES</b>  In this module, participants will be able to: <ul style="list-style-type: none"><li>•1 To facilitate a Youth/Law Enforcement Forum</li><li>•2 To prepare you to present one or more modules of the Academy Training</li><li>•3 To enhance your facilitation skills</li></ul>	<b>EVALUATION TECHNIQUES</b>  Participant and Instructor feedback on practice presentations

# Facilitators Manual

## Sample Agenda

### **Law Enforcement and Youth Forum Agenda**

**8:30 am      Module 1 – Panel discussion**

**10:00 am     Break**

**10:15 am    Module 2 – Panel Debrief Sessions**

**11:15 am    Reconvene in Large Group**

**11:30 am    Lunch – with breakout group**

**12:15 pm    Module 3 – Adolescent Development**

**2:15 pm     Module 4 – Effective Use of Communication to Interact with  
                 Youth**

**4:00 pm     End of program**

### **Ground Rules**

- One person speak at a time
- Be respectful
- Listen to each other
- Be honest

## **Preparation for Modules 1 and 2 – Forum and Debrief Sessions Forum Coordinator**

### **Purpose of the Forum**

The overall purpose of these forums is to reduce the number of youth of color who enter the juvenile justice system. Although minority youth make up 22% of the population, they account for 76% of the youth in correctional facilities in the Commonwealth of Pennsylvania. Research tells us that youth of color do not commit a higher percentage of crimes than white youth, yet they enter the juvenile justice system in greater numbers than their white counterparts and they stay longer.

We want to make our communities safer and save the lives of both young people and law enforcement. In order to accomplish these goals we need to implement strategies that reduce the likelihood of conflict between youth and law enforcement. This is so important because the first point of contact these youth have with the system is with law enforcement –

- 1 on the streets with police officers;
- 2 at school with School Resource Officers;
- 3 on public transportation with SEPTA; and,
- 4 in public housing with Housing Authority Police.

These forums offer one strategy – a way to open dialogue between young people and law enforcement and accomplish the following ***forum objectives***:

- Identify issues, concerns about improving youth and law enforcement interactions; and,
- Identify recommendations for improving youth and law enforcement relations.

## **MODULE 1:**

### **Law Enforcement and Youth Panel Forum**

**DATE: July, 2008 Revised: April, 2009**

#### **MODULE OVERVIEW:**

Panel discussion is facilitated to provide an opportunity for youth and experienced law enforcement officers to openly dialogue about their perceptions of each other and explores ideas for improving relations. The audience is also engaged in asking questions and role play.

<b>TIME FRAME</b>	<b>PARAMETERS</b>
Time: 1.5 hours	Audience: Law Enforcement Training Academy Recruits, Young People from the community  Number: Based on Size of Academy Class  Space: A room large enough to hold all members of the recruits class plus young people joining them in the audience with theater style seating. Tables in the front of the room for all panelists.
<b>PERFORMANCE OBJECTIVES</b>	<b>EVALUATION TECHNIQUES</b>
After this module, participants will be able to: <ul style="list-style-type: none"><li>• identify issues and concerns about youth and law enforcement interactions</li><li>• identify recommendations for improving youth and law enforcement relations</li></ul>	Observation by the facilitator of participant responses.

<p><b>MODULE OVERVIEW:</b></p> <p>Recruits, youth and a facilitator meet in small groups to talk about their reactions to the forum panel discussion and continue the dialogue to explore ways they can improve relations. Each small group develops a set of tips for youth and a set of tips for officers on how to interact with each other.</p>	
<b>TIME FRAME</b>  Time: 1 hour, preferably immediately following the Panel Forum	<b>PARAMETERS</b>  Audience: Law Enforcement Training Academy Recruits and Youth from the Community  Number: 10 - 20  Space: Preferably a room where the seats can be arranged in a circle or a horseshoe so all participants can see one another.
<b>PERFORMANCE OBJECTIVES</b> After this module, participants will be able to: <ul style="list-style-type: none"> <li>• identify how they can improve relations between law enforcement and youth</li> <li>• create a list of tips for both law enforcement and youth for interacting with each other</li> </ul>	<b>EVALUATION TECHNIQUES</b>  Facilitator observation of participant responses

## **Preparation for Modules 3, 3A and 4**

### **Forum Coordinator**

#### **Purpose of the Training**

The overall purpose of these lessons are to reduce the number of youth of color who enter the juvenile justice system. Although minority youth make up 22% of the population, they account for 76% of the youth in correctional facilities in the Commonwealth of Pennsylvania. Research tells us that youth of color do not commit a higher percentage of crimes than white youth, yet they enter the juvenile justice system in greater numbers than their white counterparts and they stay longer.

We want to make our communities safer and save the lives of both young people and law enforcement. In order to accomplish these goals we need to implement strategies that reduce the likelihood of conflict between youth and law enforcement. This is so important because the first point of contact these youth have with the system is with law enforcement -

- 5 on the streets with police officers;
- 6 at school with School Resource Officers;
- 7 on public transportation with SEPTA; and,
- 8 in public housing with Housing Authority Police.

These training sessions offer one strategy – a way to identify issues and concerns regarding youth and law enforcement interactions; teach law enforcement about adolescent development, ethnic and cultural differences and how to work more effectively with youth; teach youth how to interact with law enforcement in a positive way in order to accomplish the following ***training objectives***:

- Identify strategies for developing rapport with youth and for preventing confrontation and conflict
- Identify effective use of verbal and nonverbal communication

## MODULE 3: Adolescent Development

**MODULE OVERVIEW:** In this session participants will learn about the environmental, physical and biological reasons why teenagers think and behave the way they do. The group will examine youth culture, brain development, concepts of hypervigilance and hypermasculinity, as well as the distinctive characteristics of boys' and girls' coping strategies. A number of video clips are shown from television, a movie, and a scripted simulation of a police officer's interaction with a teenage girl.

TIME FRAME	PARAMETERS
Time: 2 hours	Audience: Law Enforcement Training Academy Recruits  Number: An Academy Platoon Class Size (30-40)  Space: A room large enough for small groups to sit together at tables
<b>PERFORMANCE OBJECTIVES</b> In this module, participants will be able to: <ol style="list-style-type: none"><li>1 Identify how adolescent development and environmental influences (physical, social, cultural) impact behavior with law enforcement</li><li>2 Distinguish between male and female coping strategies</li></ol>	<b>EVALUATION TECHNIQUES</b>  Facilitator observation of participant responses

## MODULE 3A: Think About It First!

**MODULE OVERVIEW:** In this session participants will learn about youth culture – comparing their youth culture with the 80's youth culture of many adults in their lives. The group examines how the teenage brain's development impacts their emotional intensity and how their exposure to violence effects their interactions. A focus of this session is exploring strategies that increase the likelihood that their behavior contributes to safer police stops and interactions.

TIME FRAME	PARAMETERS
Time: 2 hours – includes a 15 minute break	Audience: Youth Participants at the Forum  Number: Based on Size of Academy Class and ratio of youth invited to attend.  Space: A room large enough for small groups to sit together at tables
PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUES
In this module, participants will be able to:  3 Identify how adolescent development and environmental influences (physical, social, cultural) impact behavior with law enforcement 4 List the options for youth behavior that can contribute to safe and positive interactions with police	Facilitator observation of participant responses

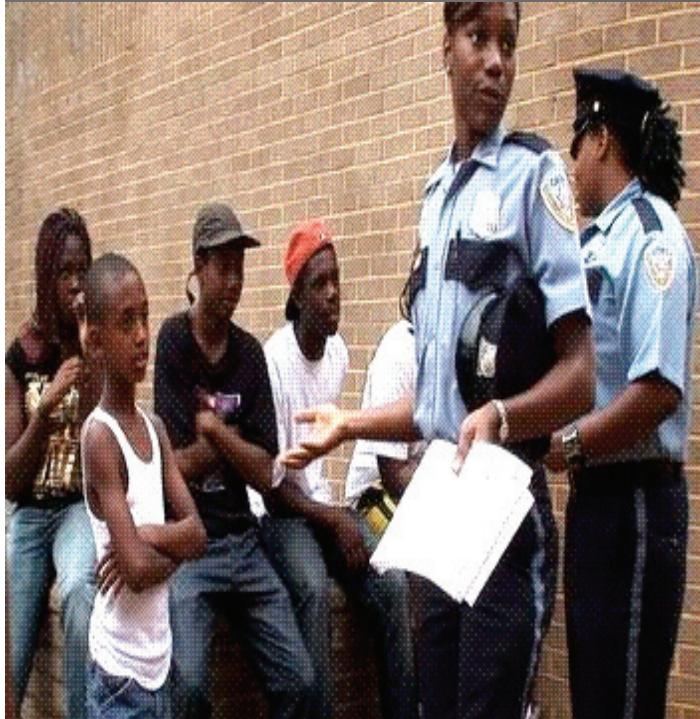
## **MODULE 4: Effective Use of Communication for Police and Youth Interaction**

**MODULE OVERVIEW:** In this module, recruits and youth enact situations given to them by the facilitator. The group identifies what behaviors led to increased conflict and discuss ways to improve communications in order to prevent unnecessary confrontations. Participants then create and enact a role play that demonstrates effective communication strategies.

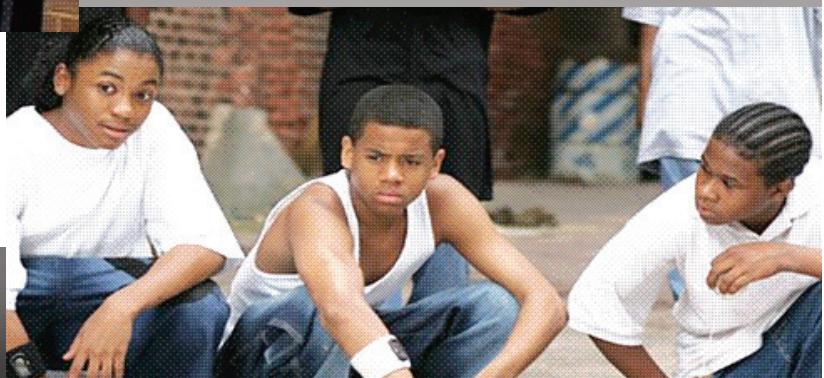
<b>TIME FRAME</b>	<b>PARAMETERS</b>
Time: 1 _ hours	Audience: Law Enforcement Training Academy Recruits, Youth from the community  Number: Based on recruit Platoon Groups (25 – 35 per group) plus young people divided evenly among the platoon groups  Space: A classroom for each platoon and youth group.
<b>PERFORMANCE OBJECTIVES</b> During this module, participants will be able to: <ol style="list-style-type: none"><li>1 demonstrate strategies for developing rapport with youth and for preventing confrontation and conflict</li><li>2 demonstrate effective use of verbal and nonverbal</li></ol>	<b>EVALUATION TECHNIQUES</b> Facilitator observation of participant involvement in role plays

**DISPROPORTIONATE MINORITY CONTACT (DMC)  
SUBCOMMITTEE**

**PHILADELPHIA WORKING GROUP**



**MINORITY YOUTH/ LAW  
ENFORCEMENT  
CURRICULUM**



**YOUTH**

**PENNSYLVANIA COMMISSION ON  
CRIME AND DELINQUENCY**

**DISPROPORTIONATE MINORITY CONTACT (DMC)  
SUBCOMMITTEE**

**PHILADELPHIA WORKING GROUP**



**MINORITY YOUTH/ LAW  
ENFORCEMENT CURRICULUM**

**LAW  
ENFORCEMENT  
PARTICIPANT**





## Guide to Police Practices in Philadelphia



**Disproportionate Minority Contact: Addressing the Disparate Treatment of  
Minority Youth in the Juvenile Justice System**

By: Rhonda L. McKitten, Esq.  
Assistant Defender, Defender Association of Philadelphia  
DMC Coordinator and Secretary, Philadelphia Working Group of the  
Pennsylvania Commission on Crime and Delinquency Disproportionate  
Minority Contact Subcommittee

In a nation that is based on notions of fairness and equality, the realization that our laws and justice system are often administered in a way that has a disproportionately harsh impact on youth of color is extremely troubling. In 1988, Congress included in the Juvenile Justice and Delinquency Prevention Act (JJDPA) a mandate that states receiving federal formula one grant money address Disproportionate Minority Confinement, or DMC. The initial focus, as suggested by the term Disproportionate Minority *Confinement*, was addressing the disproportionate number of youth of color in secure facilities. In 2002, Congress reauthorized the JJDPA and expanded the definition of DMC to include all aspects of the juvenile justice processing, including prevention, redefining the issue as one of Disproportionate Minority *Contact* as opposed to just confinement.

### **Police Training: A Strategy for Reducing DMC**

The shift in emphasis from youth who are in secure confinement to looking at multiple decision points in the juvenile justice system recognizes that a youth's confinement is one of the last steps in a long juvenile justice process. Disparities in the treatment of youth of color at earlier stages in the system have a dramatic impact on the rates at which youth of color are sent to secure facilities. Reducing disparities in the treatment of youth of color at the point of contact with police on the street and the point of arrest will also reduce the disproportionate representation of youth of color at later points of the system. One way that disparities in the rates of arrest for minority youth may be reduced is by training police to recognize cultural and developmental differences between adolescent and adult behavior and improving relationships between youth and law enforcement on the street.

In Pennsylvania, the Governor's Juvenile Justice and Delinquency Prevention Committee formed a DMC Subcommittee in 1990 to assess and address the problem of DMC at multiple points in the juvenile justice system. The DMC subcommittee's research has focused on arrest rates, detention admissions, prosecutions, adjudications, transfers to adult court, dispositions and placements and has disparities between treatment of youth of color and white youth at multiple points in Pennsylvania's juvenile justice system. In many areas of Pennsylvania, African American and Latino youth are more likely to be arrested for certain types of offenses than white youth and are also more likely to be detained prior to trial and subsequently placed in secure state run residential placement than their white counterparts.

## **The Philadelphia Working Group is Formed to Challenge DMC in the State's Largest City**

In 2003, the Philadelphia Working Group was formed to address the problem of DMC at the local level. The Philadelphia Working Group includes members from the Defender Association of Philadelphia, the Philadelphia District Attorney's Office, five branches of law enforcement, the School District of Philadelphia, Juvenile Probation, faith-based and community organizations who share a commitment to eliminating racial disparities in the juvenile justice system. With the support of the state DMC subcommittee, Philadelphia became the first of five counties in Pennsylvania to sponsor minority youth- law enforcement forums which brought law enforcement officers and minority youth together to talk frankly and openly about the problems on the street and the troubled relationships between youth and law enforcement. By opening a dialogue between youth and law enforcement, the Philadelphia Working Group hoped to reduce the number of volatile interactions between youth and officers on the street, to decrease arrests of minority youth and to diminish the chance of injuries to officer and youth on the street.

The forums provide an opportunity for both youth and law enforcement to be heard and to consider each other's views without endorsing either side as completely right or wrong. Discussions between the young people and officers who have participated on the panels have often become quite heated. For example, when asked by a youth why police beat kids who run, an officer replied that "that's the running tax." These frank exchanges led to more in-depth discussions about balancing the need for police to investigate crime safely with the desires of young people' to live in their community without being harassed. At the end of each forum, both officers and youth have said that they have developed a new understanding of each. Of greater importance, both law enforcement and youth have indicated that they might react differently to situations on the street as a result of the forums.

The Philadelphia Working Group used the discussions between youth and law enforcement to develop a series of policy recommendations designed to change the system. One of the primary recommendations was the creation of a training program for law enforcement officers relating to youth development and culture. In 2007, the Philadelphia Working Group, with the support of the DMC Subcommittee and the MacArthur Foundation DMC Action Network, began working on a curriculum for law enforcement. The curriculum was created through close collaboration between youth, law enforcement, the Office of the District Attorney, the Office of the Public Defender, faith based institutions and community organizations a district attorney, public defenders and community organizations and was prepared with the assistance of experienced curriculum developers.

The Philadelphia Minority Youth Law Enforcement Curriculum is a one-day training for police academy cadets, experienced law enforcement officers and youth. The curriculum is divided into four modules. Modules I and II are based on the minority youth – law enforcement forums that have been conducted in Philadelphia since 2003. Cadets observe facilitated discussions between minority youth from the community and experienced law enforcement officers. Youth from local high schools and community programs participate with cadets both as panelists and as audience members. The goal of the panel discussion is to identify issues, concerns and recommendations for improving youth and law enforcement relations from the perspectives of experienced law enforcement officer and youth. After the panel discussion, the cadets and youth in the audience are given an opportunity to discuss the panel discussion in facilitated small groups.

In Module III, police cadets and youth are separated for instruction on adolescent development and youth culture. Cadets learn about youth culture, adolescent brain development, concepts of hypervigilance and hypermasculinity, as well as the distinctive characteristics of coping strategies for boys and girls. Cadets discuss the environmental, physical and biological reasons why teenagers think and behave the way they do and how adolescent responses to authority differ from adult responses. In a separate session, youth are taught to identify how adolescent development, environmental influences and issues of respect impact their behavior with law enforcement. Youth discuss options that can contribute to safe and positive interactions with police.

In Module IV, youth and cadets join to participate in a series of facilitated role play exercises designed to reinforce the previous training and give cadets the opportunity to practice what they have learned.

In 2009, the Philadelphia Minority Youth Law Enforcement Curriculum will be used at the Philadelphia Police Academy, which trains the vast majority of officers with arrest powers in Philadelphia. By training officers to recognize the difference between potentially criminal conduct and normal adolescent behavior and by working with youth to emphasize responsible decision making, the Philadelphia Working Group hopes to improve the relationship between youth and officers on the street and reduce the number of minority youth who are arrested.

## PCCD DMC SUBCOMMITTEE

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